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ABSTRACT

This annotated bibliography outlines issues and lists library literature in four areas of library management: (1) management of human resources; (2) administrative systems and procedures; (3) research and development; and (4) organizational change. Each section contains a description of the area, followed by citations and descriptions for relevant books, studies, and journal articles. A total of 41 items published from 1969 to 1976 are cited. Additional sections list citations for selected general management readings and for significant journals and serials in library management. (KP)

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LIBRARY MANAGEMENT IN THE 1970'S

SUMMARY OF ISSUES AND SELECTED BIBLIOGRAPHY

Association of Research Libraries

Office of University Management Studies

Washington, D.C.

1977

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INTRODUCTION

Library management has become increasingly complex and challenging. Institutional, societal, and technological changes have produced strong pressures for libraries to change the way they deal with their client groups, their governing bodies, and their internal operations.

The most obvious pressure for change is the altered library economy. The recent high rate of inflation, the need to bring library salaries closer to those of similar professions, and the dramatic increase in costs of library materials have moved libraries from the period of growth that characterized the 1960s, to a period of stabilization and, in many cases, decline. However, the economic troubles that beset libraries have some positive implications. Libraries have been forced to re-examine and redefine their roles and to develop new systems and procedures for fulfilling those roles. And while the struggle to adapt to the new library economy continues, substantive advancements have been made.

A second factor faced by most larger libraries is the dramatic change in the physical and organizational dimensions of libraries since the late 1940s. The amount of world publishing has grown exponentially during this period, and major academic and research libraries have attempted to maintain collection strengths by radically increasing the size of their collections. This has led to multi-million dollar budgets, large staffs, new buildings, and increased organizational complexity. The managerial process in turn has had to become more sophisticated, more technical, and less directly personal in order to control this rapid growth. Managers have focused on the building and control of major research collections. The currently emerging period of retrenchment or decline offers new challenges requiring new organizational and managerial responses.

Another pressure for change involves libraries' client groups, which have expanded in terms of diversified interests and have increased the intensity of their demands. As a result, libraries' service requirements have tended to increase in both dimension and areas of specialization while net available resources have declined. A partial response to these pressures has been found in technological developments, which have produced at least the potential for reduced costs in processing and cataloging materials and in operating some service functions such as circulation. But organizational responses with more immediate and substantive impact still are required.

Finally, the changes in staffs' expectations and demands regarding their role in library organizations have forced management to move toward more open organizations. Library managers, like managers in other enterprises, find it increasingly difficult to maintain control with traditional management styles. Staff are demanding increased organizational attention to their personal and professional needs and are developing mechanisms for contributing meaningfully to organizational change and renewal. While this trend offers opportunities for creative, positive change, it also creates tensions and frustrations for library managers accustomed to more traditional modes of accountability, authority, responsibility, and decision-making.

The existence of these pressures for change is amply illustrated in library management literature. And while there are no final answers, the existence of these pressures and the profession's response to them have greatly enriched the literature and have expanded the practitioner's understanding of both the limits and the possibilities of dealing with the fundamental issues facing library managers. Approaches to these fundamental issues can be grouped in the following general categories: management of human resources;

administrative systems and procedures; research and development; and organizational change.

MANAGEMENT OF HUMAN RESOURCES

Because libraries are labor intensive, the issues around leadership and management of human resources have received much attention during the last 10-15 years. The concerns cover a wide range, but of particular interest are those resulting from the influence of the applied behavioral sciences. These concerns focus on the individual within the organization and include issues of motivation, individual development, performance appraisal, and supervisory style.

The traditional carrot/stick or reward/punishment view of staff motivation has given way to the view that individual self-fulfillment and the congruence of individual and organizational objectives are, for most staff, the more important motivational forces. While this view is no more universal in libraries than in other kinds of organizations, the growth of its acceptance is illustrated in practice and in the literature. The rise of the faculty status movement in academic libraries is one obvious example of staff becoming more active participants in organizational change and development. But more important and widespread are the changes resulting from management's awareness that staff have much to contribute to the design of libraries' objectives, policies, and procedures. There is substantial evidence in recent library literature that staff and administrators are participating together in resolving the fundamental problems their organizations face, and that they are increasingly aware of each other's commitments to the organization and of their potential to contribute meaningfully to the change process.

This process of shared commitment and responsibility has created environments in which individual growth can proceed within a context of organizational growth and in which the skills and understanding of individual library staff members can be more fully utilized, providing greater fulfillment to the individual while enhancing the performance of the library. The growth of the individual is no longer restricted to increased technical awareness, but includes the increased understanding of the opportunities and constraints facing libraries and the array of forces leading to managerial decisions. Fuller involvement can and frequently does lead library staffs to an expanded awareness of the library's problems and to solutions.

Innovative approaches to performance appraisal are particularly illustrative of the changing climate in libraries. Peer review processes, based on dual considerations of individual professional growth and individual contribution to organizational performance provide one such approach. Another is the rise of goals-based performance review programs that move away from traditional reviews of individuals' personal characteristics to reviews of individuals' actual job accomplishments. Of particular significance is the rise of review processes that focus on problem-solving and planning, rather than on merely identifying past successes and failures. Many of these processes include and even emphasize elements of career counseling and staff development. What appears to be happening is a restructuring and reordering of many libraries' reward systems, so that remedies are more important than punishments, the future is more important than the past, and the opportunity for individuals to grow is more important than the administration of salaries and wages.

The preceding changes can occur only to the extent that library managers and supervisors allow them. The increase among academic libraries of faculty governance structures, the apparent stronger roles of comittees and task forces, and the increased recognition that management alone cannot solve the library's problems have led to renewed consideration of the proper role of managers. While individual leadership styles will continue to vary, managers are increasingly turning to their staffs for advice, counsel, and feedback on major decisions. This shift from the somewhat more autocratic traditional leadership model is responsive to both staff and management needs and creates a need for a new set of leadership characteristics and skills, including negotiating among diverse interests, communicating effectively within the organization, and tolerating some diffusion of power. Such changes may be more obvious when they occur at the top, but there is substantial evidence that the same shifts are occurring at the department and work unit level within many libraries and that not just managers, but front-line supervisors also recognize the value of supportive, productive relationships for getting the job done.

Another area of human resources receiving increased attention is staff development. While libraries have traditionallly supported personal professional growth through tuition assistance plans and support for conference attendance, there has been some movement toward operating on-site development and training programs that provide skills and knowledge specifically required by the organization. These programs range from formal training in catalog filing to instruction in management skills such as communication, supervision, and employee counseling. In many cases, training programs have been developed and operated with the recognition that the development of library staff is an important task in improving organizational performance during periods of financial decline, particularly in labor intensive organizations.

Another approach to filling libraries' needs for special skills and expertise is the recruitment and utilization of non-librarian technical and managerial specialists. In larger libraries this has included specialists in personnel, budgeting, planning, facilities, and automated systems. The number and range of these positions have increased in recent years, particularly in libraries that have grown substantially in dimension and complexity. This trend indicates a realization that a range of non-library skills is needed, and that in many cases these skills are not available among professional library staffs.

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Available library literature in this area is concerned with the problems, issues, and techniques associated with the development and utilization of staff. Topics include: Leadership style, supervisory roles and responsibilities, staff motivation and staff performance evaluation, personnel policy (i.e., recruitment, employment, compensation, and termination), supervisory training, and job design.

Association of Research Libraries. Office of University Library Management Studies and McGill University Libraries. *Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual*. Washington, D.C.: Association of Research Libraries, 1976.

Developed for McGill University Libraries, this document outlines a program of performance evaluation and supervisory training. Guidelines for formulating goals and performance standards are correlated to the evaluation process.

Bailey, Martha J. *Supervision in Libraries*. Lafayette, Indiana: Purdue University, University Libraries, December, 1974. 17pp. (ERIC ED 102 958).

Although the literature of library administration draws extensively on that of business management, it is difficult to compare library supervision to business or industrial supervision. Library supervisors often do not have managerial training, the educational level of the staff they supervise may be higher, and the financial structure of the library prevents the use of standard industrial personnel practices such as bonuses. Schools of library and information science should consider including supervisory training in their programs, since supervision is an aspect of professional library work that requires more attention than it has been given in the past.

Edwards, Ralph M. "The Management of Libraries and the Professional Functions of Librarians." *Library Quarterly*, 45 (April, 1975), 150-160.

The function of library management is seen here as different from the functions of librarians performing as professionals. Failure to clarify the differences between these functions has hindered the development of a genuine profession of librarianship and continues to hinder effective library service. What is called for is a broader version of the library profession, the requirements for which must be defined and demonstrated by the profession itself. Those professionals specializing in library management can then be called upon to perform their roles of providing leadership and direction.

Haas, Warren J. "Management in Research Libraries: Implications for Library Education." *Library Quarterly*, 43 (October, 1973), 369-384.

The library is increasingly called upon to utilize management techniques. The idealized program of library education for management would provide (1) comprehension of research library goals and (2) the capacity to develop and apply appropriate management methods to library operations. There should be three components to professional library education: service, resources, and management.

McAnally, Arthur M., and Downs, Robert B. "The Changing Role of Directors of University Libraries." *College and Research Libraries*, 34 (March, 1973), 103-125.

Turnover in the position of university library director has increased markedly in the past decade. Investigators studied 78 large university libraries to identify problems and make recommendations. Planning, budgeting, and the relationship of the library to the university are discussed.

Marchant, Maurice P. "Participative Management as Related to Personnel Development." *Library Trends*, 20 (July, 1971), 48-59.

Participative management is not an abdication of responsibility by top management that allows staff members to do whatever they wish. Instead, decisions are forced down to the level of staff best suited to resolve them with relevant information and a knowledge of the decision's potential effect on the operation.

Rockwood, Ruth H., ed. *Personnel Utilization in Libraries, Selected Papers*. Tallahassee: Florida State University, School of Library Science, 1970. Papers presented at an Institute

conducted by the School of Library Science, The Florida State university, and the Florida State Library, October 6-10, 1969. 114pp. (ERIC ED 046 464).

This publication is directed to professional librarians with management experience and administrative responsibilities for developing personnel. The basic premise of the papers is that shortages in library personnel at all levels, especially in the middle management positions, and inefficient use of personnel have kept libraries from providing the best possible services to individuals and communities. Sections cover: (1) Changing attitudes toward personnel administration, (2) procedures for selecting middle management, and (3) ways to develop effective leadership.

Shaffer, Dale E. *Library Job Descriptions; Examples Covering Major Work Areas*. 1973. 44pp. Available from: Dale E. Shaffer, Library Consultant, 437 Jennings Avenue, Salem, Ohio 44460 ($3.00). (ERIC ED 078 845).

Whatever the size or type of library, a need exists for written descriptions of every job performed. There are no standard job descriptions available because work duties differ among libraries. The job descriptions presented here are offered as guidelines to library directors in drafting statements to fit their own particular operations. The descriptions attempt to cover most of the major work activities performed by public, college, university, and special libraries.

Stone, Elizabeth W., ed. "Personnel Development and Continuing Education in Libraries," *Library Trends*, 20 (July 1971).

This entire issue is devoted to articles on personnel development and continuing education in libraries. The theoretical underpinnings of the behavioral approaches to library management are explored. In addition, a model continuing education and personnel development program is outlined.

Weber, David C. "The Dynamics of the Library Environment for Professional Staff Growth." *College and Research Libraries*, 35 (July, 1974), 259-267.

The career development of librarians requires working conditions that foster growth. Staff needs for development are summarized, and a variety of developmental activities are reviewed. The author discusses problems in providing or encouraging opportunities for growth and presents an outline for desirable general institutional goals and attitudes.

ADMINISTRATIVE SYSTEMS AND PROCEDURES

Simultaneously with the increased influence of behavioral science on management, libraries have seen substantive and important developments in the technical aspects of management. This is reflected in the continued evolution of management systems and processes oriented toward describing, formalizing, and rationalizing the allocation of libraries' financial and human resources.

Budgeting practices are changing to meet managerial and political needs. While many libraries' budgets are dictated by legislative or institutional requirements, some have gone beyond those requirements to develop budgeting processes aimed at assisting the internal decision-making process. Some have experimented with a Planning, Programming,

Budgeting System (PPBS), others have worked with program budgeting, and still others use zero base budgeting. Some libraries have established cost accounting systems to describe more precisely where resources go and who is receiving the resulting benefits. In all instances the intent is to develop a fuller understanding of what various activities cost and what they are worth in terms of levels and types of use. And while no single budgeting technique has been identified as best for all situations, the literature is rich with descriptions and analyses of the benefits of a variety of approaches.

Related to the emphasis on new, more constructive budgeting techniques is the rise of planning activities in libraries. In smaller libraries planning tends to remain the personal responsibility of the director. But in larger libraries the requirements for data collection and analysis have frequently led to the appointment of staff officers with explicit duties for preparing both short-range and long-range plans. Again, the intent is to utilize planning techniques to help move the library from a reactive to a proactive mode, and the relationship of planning to budgeting is typically close and even synergistic.

Another approach to the rational review and redesign of library efforts can be found in the growing number of goals and objectives programs as evidenced by various reports and discussions. These range from experimental programs in small, specialized libraries to total systems of mission statement, broad ongoing objectives, and more specific unit performance goals covering entire large library systems. The programs have frequently been costly and time-consuming to develop but have led in some instances to real change in the way libraries organize, plan, and evaluate their work. In at least a few cases, the goals development process has been used on an individual basis. The design difficulties inherent in adapting the Classic Management by Objectives (MBO) approach to non-profit organizations with difficult-to-measure services have not deterred libraries from the effort to define more specifically what it is they are all about and how they might know when they are operating successfully.

The latter issue—the measurement of library performance—has led to programs to determine library effectiveness that go beyond the traditional measures based on collection size and circulation. The difficulties in measuring the effectiveness of services that are not susceptable to quantification have led to efforts aimed at describing more specifically what library effectiveness really means. The luxury of being satisfied with efficient performance of traditional library activities has been made inoperable by an economic environment that demands continued re-evaluation of the relative value of those activities. In addition, the implementation of new services, such as computer-based searching, requires the elimination or diminution of some existing services. The need, then, is for effectiveness measures to assist managers in deciding which services stay, which go, and which are reduced. Again, the literature provides some innovative approaches to this basic issue, giving examples of current practice and descriptions of research.

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Internal efficiency is a concern of all library managers. Budgeting systems, management information systems, accountability procedures, and design of improved operating procedures are the main issues covered by the available literature. In addition, it is worth noting that new resources to help the library manager improve internal systems and procedures are available through the Systems and Procedures Exchange Center (SPEC) maintained by the Office of University Library Management Studies of the Association of

Research Libraries (1527 New Hampshire Avenue, N.W., Washington, D.C. 20036). This service collects and makes available documentation on current practices of major libraries in regard to such activities as: Affirmative action, collective bargaining, user statistics and studies, personnel classification systems, and physical access systems. While these materials are not available in the general literature, they can be secured directly from the Association of Research Libraries.

Bommer, Michael R.W. *The Development of a Management System for Effective Decision Making and Planning in a University Library. Supplement to Final Report.* Doctoral dissertation. University of Pennsylvania, Wharton School of Finance and Commerce, December, 1972. 344 pp. (ERIC ED 071 727).

The development of this management system begins with an exploration of what the library is attempting to achieve. It is concluded that the one objective that satisfies a set of specified criteria is to maximize the expected future exposure of university community members to documents, given current and anticipated future expenditures. A measure of performance using the concept of item-use-days is developed to evaluate the attainment of this objective. The difficulties encountered in constructing an effectiveness measure for making year-to-year or inter-library comparisons are discussed, and the Planning-Programming-Budgeting System is presented as a rational framework for the management of university libraries.

Clark, David G., and Huff, Robert A. *Instructional Program Budgeting in Higher Education.* Boulder, Colorado: Western Interstate Commission for Higher Education, National Center for Higher Education Management Systems, September, 1972. 50pp. (ERIC ED 074 981).

This document illustrates one approach to the preparation of an instructional program budget and how it might be used to enhance the allocation of scarce resources in higher education. The ideas presented here are intended only as an introduction and will provide the reader with a brief overview of program budgeting as the term is used at the National Center for Higher Education Management Systems (NCHEMS). The authors focus only on an institution's direct instructional expenditures. No costs for activities such as research, libraries, or academic administration are reflected in the organizational line item budgets or in the instructional program budgets.

Greenburg, Esther. *Innovative Designs for Acquisitions and Cataloging Departments as a Result of Library Automation.* Cleveland, Ohio: Case Western Reserve University, School of Library Science, 1974. 33pp. (ERIC ED 096 993).

Visits to 20 libraries, networks, or services in the United States, Great Britain, and Scandinavia led to the conclusion that most of the libraries observed were still involved in designing and implementing the technical aspects of their cataloging and acquisitions for work flow and staffing changes. The one consistent departure from conventional work flow patterns was the separation of cataloging-from-copy procedures from catalog departments, making them an intrinsic part of the acquisition process.

Hamburg, Morris, and others. *Library Planning and Decision-Making Systems.* Cambridge, Massachusetts: The M.I.T. Press, 1974. 274pp.

Using a management science approach, a research group at the Wharton School, University of Pennsylvania, developed a system to provide the required statistical information for effective management and decision-making in university and large public libraries. The model management information system is detailed in terms of

characteristics and structures, data requirements for library performance measures and program indicators, and cost-benefit criteria for system elements. Projections are made beyond the individual library to some of the factors involved in effective management information systems for libraries at the system, state, and national levels.

Harrigan, Joan. *Library Accountability*. Paper presented to the faculty of the Graduate School of Librarianship, University of Denver, 1971. 43pp. (ERIC ED 060 851).

This paper contends that libraries are accountable and that library performance can be measured under the accountability concept. To explore this position, the following topics are discussed: (1) What are the basic principles of educational accountability? (2) How do these principles apply to library accountability? (3) What are performance objectives in the educational context? and (4) How do performance objectives apply to library programs? An example of the use of a specific library performance objective is given.

Hayes, Robert M., and Becker, Joseph. *Handbook of Data Processing for Libraries*. 2nd ed. New York: John Wiley & Sons, 1974. 688pp.

Designed to be a comprehensive guide to the evaluation and use of computers and modern data processing systems in libraries, this volume is divided into four sections, each covering a major facet of library automation: (1) An introduction to library data processing; (2) the systems approach to development and an evaluation of its applications to library data processing; (3) an introduction to computer technology; and (4) an analysis of various library subsystems and descriptions of operational examples in administration, ordering, cataloging, circulation, serials, interlibrary loans, and information services.

Lyle, Guy R. *The Administration of the College Library*. 4th ed. New York: H.W. Wilson, 1974.

This book is intended to be a generalized text for those interested in the policies, procedures, functions, and technology of academic librarianship. Included are descriptive chapters on acquisitions, cataloging, and circulation. Personnel, business and financial affairs, facilities, and equipment are among the organizational and operational subjects discussed. The author concludes that while the literature on academic librarianship since 1961 suggests significant changes, the actual impact on the operations of academic libraries has been less dramatic.

Price, Douglas S. *Real Costs for Information Managers*. Keynote Address at the National Library Week Symposium III, Minneapolis, Minnesota, April 20-21, 1972. 25pp. (ERIC ED 061 969).

Management of an information function requires detailed knowledge of what is being spent, how it is spent, and what is received in return. Building block cost analysis is designed to provide the information system manager with precisely the information needed. This theory is based on two premises: (1) The most effective display of information systems costs is in terms of unit costs, and (2) unit costs are meaningful only in a framework that includes all system costs. An example illustrating building block cost analysis is provided.

Rogers, Rutherford D., and Weber, David C. *University Library Administration*. New York: H.W. Wilson, 1971.

Problems in university library organization from the late 1960s for librarians, library

school students, and other academic personnel are surveyed from an administrative perspective. Program and policy determination are discussed in relation to organizational, financial, personnel, and communications aspects of university libraries, and to bibliographic control, special materials, and technical and readers' services.

RESEARCH AND DEVELOPMENT

The scope of research and development in library management has broadened with the increased challenges facing administrators. Much of this research has been carried out by teams funded for specific projects, some by faculty and graduate students at library schools, some at the Association of Research Libraries' Office of University Library Management Studies, and some by research offices that are part of operating libraries, such as the Joint University Libraries' Office of Research and Development and the Purdue Library's Instructional Media Research Unit. Support for library research has been generated by government funding agencies, by private foundations such as the Council on Library Resources, Inc., and, in some instances, by allocations from individual libraries' budgets.

Of increased importance in library research has been the application of operations research techniques to libraries. While the literature in this area has grown substantially, to date there has been little apparent impact on specific libraries' operations, partially because of the need for some changes in the typical relationship between operations research staff and operating librarians that might move toward facilitating more practical applications of research results. Issues that have been dealt with in operations research studies include book selection, journal selection, loan periods, weeding, resource allocation, and personnel scheduling. Techniques have ranges from linear programming and queuing theory analysis to the development of statistical models. Such research has produced valuable insights into how policy decisions can affect both the level and intensity of library use.

Other research and development efforts have focused on the need for libraries to generate rational change through innovative analytical decision-making procedures. One approach has been the development of organizational self-study programs in which library staff identify strengths and weaknesses among the library's management systems and procedures and recommend changes. While this process in the past has occurred in an ad hoc fashion with committees or individual administrators dealing with specific areas of interest, there are several recent examples of comprehensive, structured, self-study programs involving large numbers of staff. One such program, the Association of Research Libraries' Management Review and Analysis Program (MRAP), has been applied in 22 ARL member libraries. The Council on Library Resources-funded Academic Library Development Program at the University of North Carolina at Charlotte is another example. In other instances, individual libraries have designed and operated their own self-studies without outside assistance. The programs have been experimental in nature and have recognized the organizational benefits of developing among staff a greater awareness of organizational constraints and a stronger commitment to alleviating the impact of those constraints on organizational performance.

There are, of course, many other areas of library research and development, but those discussed and listed here are among the most significant for library managers.

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Improvement in library performance requires some investment in the systematic study of problems. The operation of libraries is becoming too complex to rely totally on improvisation, expediency, or intuition. While most libraries do not maintain an office of research and development, many do invest in local studies. And there are groups within the profession dedicated to this type of activity. The literature describes some local studies, the availability of evaluation procedures, the nature of offices doing research, and problem areas deserving further study.

Baumler, J.V., and Baumler, J.L. "A Simulation of Reserve Book Activities in a College Library Using GPSS/360." *College and Research Libraries*, 36 (May, 1975), 222-227.

The reserve books activities of a typical college library were analyzed by means of a computer simulation. Service levels were determined for various combinations of reserve book utilization and service levels provided. The computer model contained behavioral assumptions as to the student population served. The model also allowed library policy decisions to be examined.

Baumol, William J., and Marcus, Matityahu. *Economics of Acdemic Libraries*. Washington, D.C.: American Council on Education, 1973.

Growth trends of the major quantifiable variables of library operations are statistically analyzed and the interrelationships of these variables are explored. The analysis is extended to spiraling library costs and to the implications for long-range library planning.

Bommer, Michael. "Operations Research in Libraries: A Critical Assessment." *Journal of the American Society for Information Science*, 26 (May-June, 1975) 137-139.

The major reasons that seem to be preventing operations research from achieving its potential and fulfilling the expectations of its proponents in library management are explored.

Booz, Allen and Hamilton, Inc. *Problems in University Library Management*. 1970. 68pp. (ERIC ED 053 727).

The primary purpose of this study is to identify the management problems of research libraries. It suggests some approaches to solving these problems and sets priorities for action. The discussion focuses on the future, and attention is directed to topics that promise to be significant in the context of the anticipated operating environment for research libraries. Areas in which impediments to effective university library management exist are: (1) Planning, (2) objectives and requirements, (3) operations, (4) organization, (5) staffing, (6) facilities, (7) financing, and (8) interinstitutional arrangements.

De Prospo, Ernest R. "Library Measurement. A Management Tool." *Library Journal*, 98 (December 15, 1973), 3605-3607.

An argument is presented in favor of finding new methods of measuring and evaluating library performance.

Kaser, David. "Evaluation of Administrative Services." *Library Trends*, 22 (January, 1974), 257-264.

This article reviews a variety of techniques for evaluating management in libraries.

"Operations Research: Implications for Libraries," *Library Quarterly*, 42 (January, 1972).

This entire issue is devoted to the Proceedings of the Thirty-Fifth Annual Conference of the Graduate Library School, University of Chicago, August 2-4, 1971.

Plumb, Philip W. "The Cambridge University Library Management Research Unit." *Library Association Record*, 73 (October, 1971), 187-188.

The Research unit at Cambridge University studies methods leading to increased effectiveness and efficiency in academic libraries.

Slamecka, Vladimir. "A Selective Bibliography on Library Operations Research." *Library Quarterly*, 42 (January, 1972), 152-158.

The items in this bibliography employ or discuss the scientific method as it is applied to problems of library management. References are grouped into four categories: General, Mathematical Programming, Modeling and Systems Analysis. Citations are from 1955-1970.

Vaughn, William J., and Dunn, J. D. *A Model for Conducting Job Satisfaction Research in On-Going Organizations*. 1972. 37pp. (ERIC ED 066 181).

Job satisfaction is the feeling employees have about their pay, work, promotion opportunities, co-workers, and supervisors. The model for conducting job satisfaction research suggested in this study gives specific attention to: (1) How job satisfaction can be measured; (2) the major pitfalls likely to be encountered by those conducting such research; and (3) how job satisfaction data can be obtained, analyzed, and interpreted by management.

ORGANIZATIONAL CHANGE

Organizations tend to foster the continuation of the status quo but both internal and external pressure produce change in all organizations. External, or enviromental, pressures include inflation, reduced public support, technological developments, and increased client needs. Internal pressures include changing staff values and attitudes and the tension that develops within organizations operating with stable or declining budgets. To the degree that these kinds of forces are operating, it is not so much a matter of whether an organization will change, but rather how it will change and whether it will control and influence change or simply react to it as it occurs.

The approaches to change that have developed in libraries represent attempts to place the organization in a proactive rather than reactive stance. These approaches frequently include attempts to gain further understanding of enviromental factors, but usually lead to internal changes designed to deal more effectively with largely unchangeable external factors.

In the past, the use of external consultants by libraries was relatively common, but as librarians have re-emphasized their professional status and their full-time membership and commitment to the enterprise, new staff-based problem-solving strategies have evolved. The increase in the number of library faculties in academic libraries is one indicator of this process, for while the incentives for faculty status often have been described in terms of personal prerogatives such as tenure and sabbatical leave, a definite consequence of the movement toward faculty status has been a substantive increase in the professional staff's involvement in organizational decision-making. And while there is evidence that this process is not painless, and that it is not always positive and productive, it is apparently here to stay.

But even in library organizations without faculty or academic status, new internal change processes are being developed and used with increased frequency. In many libraries, the task

force approach to problem-solving has replaced the traditional, hierarchically-based approach. The advantages cited for use of task forces include: The availability of a variety of perspectives to a problem; the ability to share the actual work of problem-solving; the development of staff understanding of the constraints facing management; the enhancement of staff commitment to programs that they have had a hand in developing; and the development of a collaborative, rather than competitive, climate within the organization.

There are, of course, disadvantages to the task force approach. Task forces require time to develop as effective groups, and many decisions require more expeditious action. It also is possible to overuse the task force approach on issues of little importance. And finally, there is the possibility that task forces will develop action plans that will not work or that are unacceptable to the administration. But in many instances where these risks have been recognized and accepted, the effective use of task forces has led to substantive and constructive organizational change.

The literature includes many reports of the task force approach and of the impact of faculty status on library governance. And there is some indication that what has been loosely called "participatory management" may be represented by the shared commitment to programs developed by management and staff working together to identify and achieve organizational goals.

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Environmental and internal pressures act in concert to force library managers to experiment with management techniques and processes that will lead to more effectively functioning organizations. These experiments include: Restructuring organizations, introducing innovative problem-solving methods, using temporary work/project groups to supplement the traditional library organization, and acting more aggressively to deal with the external forces that influence internal operations. Available literature describes individual library efforts in this area and also provides information on tools and techniques available for local application.

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Coping with Change: The Challenge for Research Libraries. Minutes of the Meeting (82nd, May 11-12, 1973, New Orleans, Louisiana). Washington, D.C.: Association of Research Libraries, May, 1973. 121pp. (ERIC ED 082 790).
The program elements of this meeting focus on what research libraries are doing in response to opportunities to meet the challenges of changing educational trends, the threats of shifting financial bases, and improved techniques in management and operation.

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In a new era of austerity in academic libraries, more realistic concepts of collection building will have to be adopted, and new patterns of service will have to be devised.

DeProspo, Ernest R. "The Use of Community Analysis in the Measurement Process." *Library Trends*, 24 (January, 1976), 557-567.
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Dillon, Howard W. "Organizing the Academic Library for Instruction." *Journal of Academic Librarianship*, 1 (September, 1975), 4-7.
An experiment was designed that successfully put administrative matters into the hands of non-librarians to free librarians for collection development, instruction of students, and involvement with faculty in other university programs.

Drucker, Peter F. "Managing the Public Service Institution." *College and Research Libraries*, 37 (January, 1976), 4-14.
Important factors in managing a public service institution include knowing the publics served, phasing out an old program when introducing a new one, defining the roles of administrators and professionals, integrating individuals with the institution, and making the public aware of the value of the service performed.

McGrath, William E. *Development of a Long-Range Strategic Plan for a University Library; The Cornell Experience; Chronicle and Evaluation of the First Year's Effort*. Ithaca, New York: Cornell University, University Libraries, February, 1973. 191pp. (ERIC ED 077 511)
This report describes, chronicles, and evaluates for the academic library community at large the Cornell University long-range planning effort. The three-way association between Cornell University Libraries, the Council on Library Resources, which provided the financial resources, and the American Management Association, which provided the expertise, will prove interesting to other libraries.

Michalko, James. "Management by Objectives and the Academic Library: A Critical Overview." *Library Quarterly*, 45 (July, 1975), 325-352.
A general criticism of the management by objectives approach is given, the relevant research is detailed, and the possibilities for management by objectives in the academic library are explored.

Webster, Duane E. "The Management Review and Analysis Program: An Assisted Self-Study to Secure Constructive Change in the Management of Research Libraries." *College and Research Libraries*, 35 (March, 1974), 114-125.
The Management Review and Analysis Program, an assisted self-study strategy for large academic and research libraries, helps libraries to review and analyze their current management policies and practices and provides guidelines for the application of contemporary principles of management to the improvement of library programs.

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The efforts of universities to re-examine the nature and objectives of higher education in

the light of budgetary pressures, the changing technology for instruction and research, and the expanding needs of users are pressures that confront librarians with opprotunities as well as problems

Yavarkovsky, Jerome, and Haas, Warren J. *The Columbia University Management Program*. Paper presented at the General Council Meeting of the International Federation of Library Associations, Washington, D.C., November, 1974. 10pp. (ERIC ED 107 283).

In 1971 a management consulting firm undertook a case study of the Columbia University libraries to improve library performance by reviewing and strengthening the organization and recasting staff composition and deployment patterns. An administrative structure was proposed that would emphasize functional relationships and take full advantage of subject and operational specialities among the staff. The final report of the study was thoroughly reviewed by library staff of all levels, and opportunities were provided for staff input. The library's ongoing program of operational planning is taking place in the context of fully documented organization. Each operating unit and position is fully defined, and a program accounting budget has been developed to provide additional data.

SELECTED GENERAL MANAGEMENT READINGS

Ackoff, Russell L. *A Concept of Corporate Planning*. New York: Wiley-Interscience, 1970. 158pp.

A clear, concise, and perceptive explanation is offered of what planning is, how it might be accomplished, and what its benefits are to an organization.

Cleveland, Harlan. *The Future Executive, An Indexed Edition. A Guide for Tomorrow's Managers*. New York: Harper & Row, 1972. 144pp.

Intended for aspiring managers, this book describes some of the skills and attitudes needed by managers to cope with change, complexity, and turmoil in organizations. The author offers numerous hints and insights that will aid the library manager in understanding the environment.

Drucker, Peter F. *Management: Tasks, Responsibilities, Practices*. New York: Harper & Row, 1974. 839 pp.

This book can serve as a basic reference on important aspects of management practice. The author is a leading management authority, and his earlier works also are worth reviewing (i.e., *The Practice of Management*, *The Effective Executive*, and *The Age of Discontinuity*). While this work draws upon some of these earlier works, it is more comprehensive and can be used as a self-instruction tool or as a guide for designing and conducting management projects.

Fiedler, Fred E., and Chemers, Martin M. *Leadership and Effective Management*. Glenview, Illinois: Scott, Foresman and Co., 1974. 166pp.

Getting people to work toward a common goal is the topic of this book. Leadership in organizations is dealt with in terms of who gets to be a leader, how leaders behave, and what makes leaders effective. A key element of the book is the contingency model of organizational leadership that relates factors of personality, situation, and followers to the determination of appropriate leadership style.

Kast, Fremont E., and Rosenzweig, James E. *Organization and Management: A Systems Approach*. 2nd ed. New York: McGraw-Hill, 1974. 654pp.

This contemporary textbook on organization theory and management includes the view that organizations are open, dynamic systems continually changing and responding to forces in the environment. The authors view organization within a broad, conceptual scheme that treats goals, values, technology, structure, behavior, environment, and subsystems with complex interrelationships. A particularly useful section examines the role of professionals in organizations and presents comparative organizational analyses of institutions such as hospitals and universities.

Levinson, Harry. *The Great Jackass Fallacy*. Cambridge, Massachusetts: Harvard Business School, Division of Research, 1973. 178pp. (Distributed by Harvard University Press).

The focus of this work is human motivation. A manager's answers to the questions—why do people work, what are people striving for, and what forces do people respond to—form the basis for management philosophy and style. The author reviews the development of theory and practice relating to work and motivation and argues that the carrot/stick approach to motivation is the major obstacle to improved organizational performance. For those students of library organizations who have been unable to find suitable explanations for the morale and attitude problems of staffs in large libraries, this work will prove provocative.

Lopez, Felix M. *The Making of a Manager: Guidelines to His [sic] Selection and Promotion*. New York: American Management Association, Inc., 1970. 291pp.

This book is intended for the top executive interested in improving the ways he or she identifies, motivates, and develops those individuals who fill supervisory and managerial roles in the organization. The stress is on manpower planning with the aim of alleviating the managerial crises that most organizations face. Useful elements include: Description of the characteristics of an effective manager, aids for identifying managerial potential, and an analysis of what motivates the young manager.

Miner, John B. *The Challenge of Managing*. Philadelphia: W.B. Saunders Co., 1975. 384pp.

The aim of this book is to help the individual become a more effective manager. Because of this practical orientation, the book does not focus on what constitutes management functions (i.e., planning, organizing, and controlling), but instead looks at the day-to-day problems faced by managers and suggests ways of analyzing and resolving them. The problem of dealing with unsatisfactory performance, for example, is examined from a variety of perspectives including: Emotional, motivational, work group, organization structure and policy, and the nature of the work itself. The author also looks at why managers fail and makes suggestions for avoiding managerial obsolescence.

Sikes, Walter W.; Schlesinger, Lawrence E.; and Seashore, Charles N. *Renewing Higher Education from Within*. San Francisco: Jossey-Bass, 1974. 184pp.

An analysis of changes in colleges and universities is provided in this book, combining ideas about the dynamics of academic institutions with suggestions for introducing and managing a change program in a campus setting. A feature of the book is a set of guidelines for starting an action-research team, diagnosing a set of circumstances, and setting goals for improvement.

Wren, Daniel A. *The Evolution of Management Thought*. New York: The Ronald Press Co., 1972. 556pp.

Understanding the evolution of management thought will help library managers put into perspective some of the forces influencing the development of contemporary library management practice. This source identifies and integrates the many concepts (e.g., job enlargement, participation in management, and the Hawthorne effect), and people (e.g., Mary Parker Follett, Charles Babbage, and Frederick Taylor) comprising the rich intellectual heritage of management theory and research. While the problems of getting work done by people may have remained the same over the years, it is clear that the solutions change as we learn more and sharpen diagnostic tools and as the values of society shift.

SIGNIFICANT JOURNALS AND SERIALS COVERING LIBRARY MANAGEMENT

ARL Managment Supplement, Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.
A series that reviews current activities of academic libraries in specific management areas such as: Planning, budgeting, management, training, and performance appraisal.

College and Research Libraries, Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, Illinois 60611.

The Journal of Academic Librarianship, P.O. Box 3496, Boulder, Colorado 80303.

Journal of the American Society for Information Science, 1155 16th Street, N.W., Suite 210, Washington, D.C. 20036.

Library Journal, R.R. Bowker Company, P.O. Box 67, Whitinsville, Massachusetts 01588.

The Library Quarterly, The University of Chicago Press, 11030 S. Langley Avenue, Chicago, Illinois 60628.

Library Trends, University of Illinois Press, Urbana, Illinois 61801.

OMS Occasional Paper, Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.
A series that proposes guidelines for systems design in areas such as policies, planning, goals and objectives, and the management of computer-based bibliographic searching.